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ABSTRACT

Colonization of America is the theme in this second social studies unit for 6th grade students. Reasons for colonization are briefly discussed. The unit then takes up the Spanish settlement of Mexico, the way in which the Spanish took their culture with them to the new world, differences in the way in which the Aztecs and the Spanish perceived the same environment, the contact of the Spanish with the Aztecs, and cultural diffusion. In the next part of the unit, pupils turn to the French settlement of Canada, studying it in much the same way that they studied the Spanish colonization and contact with Indians. Pupils contrast the French and Spanish settlements as well as the European and Indian cultures which came into contact with each other. A book of student readings on the colonization of North America by the French is included. The format of the unit is described in Unit I SO 003 147, and detailed information on course objectives, teaching strategies, and program descriptions are provided in the teacher's guide SO 003 146. Other related documents are SO 003 149 through SO 003 153. (Author/SJM)

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Grade Six

UNIT II: SPANISH AND FRENCH SETTLEMENT OF NORTH AMERICA

Resource Unit

SO 00 3148

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OBJECTIVES

This unit should make progress in helping pupils develop the following:

GENERALIZATIONS

1. Ways of living differ from one society to another.

2. Culture traits may change as a result of both innovation and borrowing traits from other societies (diffusion).

   a. The migration of peoples from one part of the world to another involves the movement of culture and material objects, thus resulting in changes in the use of the area to which the people migrate.

3. Although culture is always changing, certain parts or elements persist over long periods of time.

4. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

5. A persons' frame of references affects his perceptions and interpretations.

6. Any organization delegates responsibilities and rights; it assigns certain role behaviors. This division of labor creates hierarchical authority relationships.

7. Accommodation is possible only if the antagonistic powers are aware of the relative strength of the parties.

SKILLS

1. Attacks problems in a rational manner.

   a. Sets up hypotheses.

2. Locates information efficiently.

   a. Skims to locate information.

   b. Uses encyclopedias.

   c. Knows where to look to obtain first-hand accounts.

3. Gathers information effectively.

a. Adjusts reading rate to purpose in reading.

b. Reads for the main idea or ideas.

c. Reads to answer questions.

d. Takes effective notes on reading.

e. Gains information by studying pictures.

f. Gains information by studying films.

g. Gains information by listening.

4. Evaluates information and sources of information.

a. Checks on the accuracy of information and decides how much faith to put in the source.

1) Checks facts against his own background of information and collects additional information when he needs to check the facts.

b. Checks on the bias and competency of witnesses, authors and producers of materials.

1) Notes whether autho
an opposite report,
in preparing his acc
he expresses, what
which might affect h

c. Distinguishes between pr
accounts.

d. Compares sources of inf

1) Looks for points of a
agreement among wi

2) Chooses the most re
information in terms
competency of autho

e. Checks on the completene

5. Uses effective geographic ski

a. Compares areas with kno

b. Interprets map symbols i
legend.

c. Draws inferences by a co
different map patterns of

1) Notes whether author would be hurt by an opposite report, what his purpose was in preparing his account, what attitudes he expresses, what connections he holds which might affect his attitudes.

c. Distinguishes between primary and secondary accounts.

d. Compares sources of information.

1) Looks for points of agreement and disagreement among witnesses and authors.

2) Chooses the most reliable source of information in terms of the bias and competency of authors.

e. Checks on the completeness of data.

5. Uses effective geographic skills.

a. Compares areas with known areas.

b. Interprets map symbols in terms of map legend.

c. Draws inferences by a comparison of different map patterns of the same area.

6. Has a well-developed sense of time.

   a. Makes and uses timelines.

      1) Makes and uses parallel timelines.

   b. Compares lengths of periods or events.

7. Organizes and analyzes information and draws conclusions.

   a. Categorizes data.

   b. Applies previously-learned concepts and generalizations to new data.

   c. Tests hypotheses against data.

   d. Generalizes from data.

   e. Organizes his information according to some logical pattern.

8. Works well with others.

   a. Schedules work on group projects and keeps to schedule.

ATTITUDES

1. IS CURIOUS ABOUT SOC

2. RESPECTS EVIDENCE
   TRADICTS PREJUDICES
   ICNS.

3. EVALUATES INFORMA
   INFORMATION BEFORE
   AND GENERALIZATION

4. IS SCEPTICAL OF SING
   IN THE SOCIAL SCIENC

ATTITUDES

1. IS CURIOUS ABOUT SOCIAL DATA.

2. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

3. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.

4. IS SCEPTICAL OF SINGLE FACTOR CAUSATION IN THE SOCIAL SCIENCES.

OBJECTIVES	OUTLINE OF CONTENT
S. Sets up hypotheses.	I. Through colonization, Eur the New World, thus alter environment.
A. IS CURIOUS ABOUT SOCIAL DATA.	
S. Reads for the main idea or ideas.	
S. Draws inferences by a comparison of different map patterns of the same area.	

OUTLINE OF CONTENT

I. Through colonization, Europeans extended their culture to the New World, thus altering native control and use of the environment.

TEACHING PROCEDURES

MAT

Initiatory Activities

1. Discuss: Why do you think 16th and 17th Century Europeans, such as those who wrote the accounts you read in Unit I, migrated to the New World? Have pupils construct a list of possible reasons for emigration from Europe. Save the list for later comparison.

See
and

2. Introduce fictional reading on Spanish and French extension and colonization. Point out that pupils should read these books to get an understanding of why colonization took place. Some books are included on English colonists, although the English will be studied in the next unit.

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Have pupils begin to read the books to enjoy the story. Make certain they have class time to get into the reading; it is imperative that they read the books quickly so that they can be used in the first section of developmental activities. Tell pupils you will give them suggestions later on how to look for information in the books on the idea of colonization.

3. Use the maps in Discoverers in the New World to show the changing European concept of North America during the 16th Century. Ask: Why do you think there were such rapid changes in map-making in the 16th century? Let pupils make guesses, then explain that not only were various explorations carried on in those years but that increased knowledge of cosmography made for better maps.

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MATERIALS

Century Europeans, such d in Unit I, migrated to the st of possible reasons for for later comparison.	See "Selected Readings on the Aztecs" and "Selected Readings on the Iroquois."
ad French extension and id read these books to get k place. Some books are the English will be studied	Mantel, Youngest Conquistador. Haller, He Served Two Masters. Dwight, Allan. Drums in the Forest.
njoy the story. Make cer- reading; it is imperative they can be used in the first l pupils you will give them rmation in the books on	
World to show the chang- during the 16th Century. rapid changes in map- make guesses, then ex- ions carried on in e of cosmography made	American Heritage Junior Library, Discoverers in the New World.

S. Skims to locate information.

S. Adjusts reading rate to purpose in reading.

S. Makes and uses timelines.

S. Compares lengths of periods or events.

S. Compares areas with known areas.

S. Gains information by studying pictures.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

S. Gains information by studying pictures.

G. Ways of living differ from one society to another.

4. Have pupils consult their texts to construct a comparative time line for Spanish and French colonization. Since they will need to skim to do this task, teach them how to skim if they do not know how. Ask for one or more volunteers to make a large timeline on the top of the blackboard. Refer to it as the unit progresses. Have pupils compare the dates for the beginning of colonization and the lengths of the colonial period in "New Spain" and "New France."

Use available classroom texts, preferably of different reading levels to suit different reading abilities of class members.

5. Ask for a group of volunteers to make maps for the class showing the extent of Spanish and French colonization in the New World.

6. Ask for a group of volunteers to make a bulletin board of self-made sketches comparing Spanish and Indian use of land in Mexico and French and Indian use of land in Canada. They should begin as soon as possible so that the sketches can be used as the unit proceeds.

7. Call for a group of volunteers to make a bulletin board of self-made sketches comparing the roles of Spainiards in Mexico (conquistador, landholder, friar, etc.) and the role of Frenchmen in Canada (seigneurs, voyageurs, bourgeois, etc.) They should begin as soon as possible and add sketches as the unit proceeds. They should be prepared to compare these roles with those of the Aztecs and Iroquois.

S. Interprets map symbols in terms of map legend.

S. Gains information by studying pictures.

G. Ways of living differ from one society to another.

G. Ways of living differ from one society to another.

8. Have several pupils construct two maps of Europe. One should show the dominant colonial powers of the 16th Century. The other should show the dominant colonial powers of the 17th Century.

9. Have a group of pupils prepare a bulletin board of self-made sketches showing the towns and the housing of Spanish and French in the New World. If material is available in the school libraries, they could also make sketches of the homes and towns in the old countries of France and Spain. Have them be prepared to compare these with the Aztec and Iroquois settlements. Since Tenochtitlan was discussed so extensively in Unit I have those working on the Spanish concentrate on Mexico City. Have those working on the French concentrate on Quebec and Montreal.

10. Have a group of girls prepare a talk with pictures to illustrate the dress of 16th Century Spaniards in Mexico and in New France. The general books on costume should be useful here. The girls should be prepared to compare these clothes with those of the Aztecs and Iroquois.

Consult library.

11. Have several pupils prepare a set of genealogies for a Spanish family and for a French family. (They can be real or imaginery ones.) They should be prepared to compare these with Aztecs and Iroquois genealogies taught in the previous unit. For the Spanish, either Cortez' or Lopez' family would be good. For the French, use Charles Le Mayne.

Consult biographies of Cortez and Gardiner, Martin Lopez. For Le Mayne, see Seigneurs of Old Canada.

I. The migration of peoples from one part of the world to another involves the movement of culture and material objects, thus resulting in changes in the use of the area to which the people migrate.

II. Spanish settlement of New Spain clearly displayed the cultural heritage of Old Spain and consequently altered native control and use of the environment.

1. Reads to answer questions.

2. Takes effective notes on readings

3. Gains information by studying pictures.

4. Sets up hypotheses.

Developmental Activities

12. Hold a follow-up discussion of the fiction books which pupils have begun reading. Ask questions to determine the extent and understanding of their reading as well as to arouse further interest in reading the books. If necessary, have pupils change to other books which they would prefer.

    Discuss the following points to look for and to take notes on as they continue reading: (a) the reasons why various persons in the story became involved in overseas expansion and colonization; (b) what the persons involved hoped to gain by their participation in the movement; (c) reactions which the persons in the book had to the New World, to the Indians, to the other colonists, etc. Have pupils give **examples** from what they had already read, so they will be able to see more readily what they should be looking for. Give them class time to reread what they had already covered to find the pertinent examples.

    Check pupils' notes individually, so that you can ascertain how well each pupil is progressing.

    See books listed for activity #2.

13. Show pictures of the landing parties of explorers and colonizers of the New World. Have pupils try to guess what the people were like who first landed in the New World. They should use cues available in the pictures: flags, crosses, clothes, swords, boats, etc. Discuss these cues as symbols of 16th Century Europe.

    Use available picture books.

5. Generalizes from data.

A. The Reconquista shaped the values of the explorers and conquerors who marched across Central and North America in hopes of claiming new domains for their monarchs.

1. The Reconquista had made military virtues paramount.

2. The struggle against the Moors meant that the Spanish particularly stressed the Catholic religion as the one true faith and a test of loyalty to the state.

. Checks facts against his own background of information and collects additional information when he needs to check the facts.

3. The Conquistadores sought in New Spain what their predecessors had sought in Old Spain: military success, crowned by gain in land, laborers, and wealth.

6. Gains information by studying films.

14. Using He Served Two Masters and The Youngest Conquistador as a basis, hold a discussion on the significance of military virtues in Spanish society. Ask questions such as: Why were the boys in the story eager to accompany Cortez? Why were so many young Spaniards willing to follow him? Why was it an honor to be a Conquistador? How could you tell a good Conquistador from a bad one? What did the soldiers hope to gain through success in war? Use whatever other questions are necessary so that the pupils will come to understand the significance of military virtues in Spanish society. Have some pupils volunteer to become experts on the later lives of some of the conquistadors. Others should become experts on the reasons why Cortez was successful in conquering Mexico.

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15. Introduce the origins of the Spanish military tradition. Begin by asking questions such as: Before the New World was discovered were there any Spanish Conquistadors? If so, where did they fight? What lands did they try to conquer? Did they always fight with horses, guns, etc? Have pupils speculate as widely as possible in preparation for the activities which follow. If they have heard of the Crusades and/or the Reconquista, find out just what their knowledge of these movements is.

16. Show the film: People of Spain. Using the section on the early history of Spain, see if the pupils can now suggest reasons for the development of the Spanish military tradition. Also ask: From what section of Spain did Cortez and his followers come? Would the

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Youngest Conquistador as
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as: Why were the boys
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Why was it an honor to
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Haller, He Served Two Masters.
Mantel, The Youngest Conquistador.

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adition. Also ask: From what
owers come? Would the

Film: People of Spain, E.B.F., 17 min.

S. Gains information by listening.

S. Generalizes from data.

A. IS SCEPTICAL OF SINGLE-FACTOR CAUSATION IN THE SOCIAL SCIENCES.

S. Applies previously-learned concepts and generalizations to new data.

S. Generalizes from data.

G. Ways of living differ from one society to another.

B. The Spanish Conqu
Spanish technology

1. The ritualisti
sed capture r
proved highly
technology of

B. The Spanish Conquest of the Aztecs was faciliated by Spanish technology and by the aboriginal way of life.

1. The ritualistic warfare of the Aztecs, which stressed capture rather than slaughter of enemies, proved highly ineffective against the tactics and technology of the Spanish invaders.

section they came from have any effect on their desire to be conquistadors? Finally, have pupils speculate about the difficulties which monarchs would have in uniting such disparate sections into a nation.

17. Give an informal talk on the Reconquista. Use such aids as maps and pictures of medieval Spain, including famous Spanish figures and legends such as El Cid. Discuss the Reconquista's effect on the growth of nationalism and religious fervor in Spain. Be certain to stress the achievements of individual knights during the Reconquista in terms of their personal gain of economic, social, and political status through success in war.

Consult standard histories of Spain, encyclopedias, and R. Stuart Hoyt's Europe in the Middle Ages.

18. Now tell the pupils to consider what they have just learned about the Spanish conquerors and what they have read in books of fiction about the Spanish conquerors and colonizers. Discuss: What reasons did the Spanish explorers and colonizers have for coming to the new world?

19. Have pupils compare the military tradition of the Spanish with that of the Aztecs. Compare them on such items as: training, military regalia, weapons, methods of fighting, tactics and logistics, social prestige of the soldier, goals, etc. Use illustrations where possible. Conclude with a discussion of this question: Were the Aztec and Spanish warriors well-matched?

2. The rapid conquest of the A
partly due to the loose natu
Numerous unincorporated p
ally themselves with the co

G. The migration of peoples from one part of the world to another also involves the movement of culture and material objects, thus resulting in changes in the use of the area to which the people migrate.

G. Ways of living differ from one society to another.

S. Checks facts against own background of information and collects additional information when he needs to check the facts.

S. Compares sources of information.

S. Checks on the bias and competency of witnesses, authors and producers of materials.

S. Checks on the bias and competency of witnesses, authors and producers of

2. The rapid conquest of the Aztec confederation was partly due to the loose nature of the confederation. Numerous unincorporated peoples were eager to ally themselves with the conquistadores.

20. To introduce the Spanish conquest of Mexico, show the film: Spanish Conquest in the New World. The pupils who have read the Youngest Conquistador and He Served Two Masters should be be used as experts to determine whether the movie version is accurate or not. As they watch the film, have pupils jot down examples of incidents which they think are inaccurate. They should save their notes for later discussion.

Hold a discussion on the movie. Be sure to discuss the accuracy of the movie and compare it with specific details found in He Served Two Masters and the Youngest Conquistador. Also ask pupils to identify events omitted from the story of the conquest in the movie. They should speculate on why these events were eliminated. Compare the movie's depiction of costumes, gifts, horses, etc. with those available in other books.

21. Have pupils read excerpts from the Aztec native informants describing the arrival of Cortez and his advance to Tenochtitlan. They should do the attached exercise. Then discuss the exercise.

22. Hold a discussion in which pupils evaluate the four sources of information which have thus far been available to them. (The movie,

exico, show the film: he pupils who have read ed Two Masters should be r the movie version is n, have pupils jot down are inaccurate. They sion.	Film: Spanish Conquest in the New World, 20th Century Fox, 17 min. (Excerpted from Captain From Castile).
re to discuss the accuracy ic details found in He Served tador. Also ask pupils to f the conquest in the movie. nts were eliminated. Com- gifts, horses, etc. with	For pictures, use classroom books.
ec native informants de- dvance to Tenochtitlan. Then discuss the exercise.	"Selected Readings on Spanish Explorers and Colonists."
ate the four sources of in- lable to them. (The movie,	Haller, He Served Two Masters. Mantel, Youngest Conquistador.

materials.

S. Distinguishes primary from secondary accounts.

A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.

S. Chooses the most reliable source of information in terms of the bias and competency of authors.

S. Compares sources of information.

S. Gains information by studying pictures.

S. Chooses the most reliable source of in-

the book He Served Two Masters, the book The Youngest Conquistador, and the native informants.) Have pupils investigate to find out what they can about the authors of these four sources. Ask: Which is more reliable: the native accounts or the fictional works? Also ask: What other types of sources could we consult on this subject?

23. Have pupils read or read to them some contemporary accounts of Cortez' progress to Tenochtitlan. Compare these accounts with the descriptions provided by the native informants in activity # 21. Perhaps read aloud sections of Fray Duran's account produced two generations later.

24. Have pupils pretend that they are historians and are writing about Cortez' first meeting with the ambassadors from Montezuma. Have them search for any more details that they need and write their own description and interpretation of the meeting. Read some of the descriptions to class and discuss them.

25. Show various illustrations of Cortez' meeting with Montezuma. Have pupils decide which one they think is the most accurate portrayal of the meeting. Have them check on their selection as you

he book The Youngest Conquis- Have pupils investigate to find of these four sources. Ask: accounts or the fictional works? ces could we consult on this	"Selected Readings on the Spanish and French Colonies."
ome contemporary accounts of Compare these accounts with ive informants in activity # 21. y Duran's account produced	See De Fuentes, Conquistadors. Duran, The Aztecs.
storians and are writing about assadors from Montezuma. ails that they need and write ation of the meeting. Read nd discuss them.	Consult classroom materials such as: De Fuentes, Conquistadors. Duran, The Aztecs.
z' meeting with Montezuma. hink is the most accurate por- heck on their selection as you	Consult pictures available in classroom materials and the books by De Fuentes, Duran, Blacher, and others.

formation in terms of the bias and competency of authors.

S. Gains information by listening.

S. Reads for main ideas.

S. Checks on bias and competency of witnesses.

S. Compares sources of information.

S. Chooses the most reliable source of information in terms of bias and competency of authors.

S. Sets up hypotheses.

C. Since the conquist
were to become a
labor and natural

S. Distinguishes between primary and secondary accounts.

1. The repartin
Reconquista p

nce the conquistadores, like the Reconquista knights,
ere to become a non-working, wealthy class, native
bor and natural resources had to be reorganized.

The repartimiento, or divisioning, followed the Reconquista pattern: conquered land with the in-

read aloud Spanish descriptions of the meeting.

26. Have pupils read textbook selections which discusses Cortez' conquest of Mexico.

27. Have pupils do the exercise on the native informant's description of the fall of Tenochtitlan. Then show the class some illustrations.

28. Have the pupils who prepared reports on the reasons for Cortez' success in Mexico, give their reports now. Compare and contrast their interpretation with that of the texts and fiction read. Have pupils decide which interpretation is probably the most reliable and which arguments the most plausible.

29. Have each pupil write an essay in class in which he describes what he thinks should have happened to the defeated Aztecs in view of the goals of the conquistadors.

30. Read aloud several of the essays written in activity # 29. Have pupils discuss them, disputing any of the predictions or adding

eeting.

ch discusses Cortez'	Use any text suitable to pupils' reading levels.
informant's description e class some illustrations.	"Selected Readings on Spanish and French Colonies." Use pictures in Blacher, Cortez and the Aztec Conquest.
the reasons for Cortez' w. Compare and con- texts and fiction read. s probably the most re- sible.	Class texts. Haller, He Served Two Masters. Mantel, Youngest Conquistador.
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S. Knows where to look to obtain first-hand accounts.

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S. Generalizes from data.

A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING CONCLUSIONS AND GENERALIZATIONS.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. The migration of peoples from one part of the world to another involves the movement of culture and material objects, thus resulting in changes in the use of the area to which the people migrate.

habitants to work it were distributed among the Conquistadores.

2. The encomienda was a grant of land, town, and Indians to work it. The encomendero was to civilize and christianize the natives entrusted to him in return for their labor.

3. The rich silver mines, which the Aztecs with a different cultural background had not previously developed, were exploited through levies on the Indian town's population.

others. Then ask pupils to consider where they would look to find first-hand accounts of what actually did happen. (Such as reports to the king, missionary reports to headquarters, collections of native informants, diaries, etc.)

31. Have those pupils who investigated the later careers of the conquistadors report their results to the class. They should identify their sources of information on this topic, and if possible how the authors of these sources determined what happened to those conquistadors. The teacher should supply additional information where pertinent.

Use lib
pedias

32. Give an informal talk, based on Gardiner's Martin Lopez: Conquistador Citizen of Mexico to show what happened to this conquistador as he continued to live in Mexico. Use Lopez as a gimmick to describe the pattern of colonial settlement in New Spain. In stressing his land acquisitions, describe in detail what an encomienda was and what his in particular was. Let pupils speculate about the difficulties he would have in dealing with his newly acquired property and labor force. Lopez' social status, pre and post conquest, can also be used to show the kind of social

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Use library materials -- encyclopedias, Mexican histories, etc.

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ve in dealing with his
Lopez' social status,
show the kind of social

Gardiner, Martin Lopez: Conquistador Citizen of Mexico.

S. Knows where to look to obtain first-hand accounts.

S. Checks on the completeness of data.

S. Generalizes from data.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. Culture traits may change as a result of both innovation and borrowing traits from other societies (diffusion).

S. Applies previously-learned concepts and generalizations to new data.

D. Although the Spanish tr
to Mexico, they also in
into their system of Ind

1. The Spanish utilize
the Aztec temples
Spanish plaza of ca
and commercial lif

D. Although the Spanish transferred their cultural patterns to Mexico, they also incorporated some Indian elements into their system of Indian-white relations.

1. The Spanish utilized the Aztec town plan replacing the Aztec temples and public buildings with the Spanish plaza of cathedrals and palaces. The social and commercial life of the new city reflected, how-

structure which developed in the New World. Omit his other commercial dealings here as they will be used below.

33. Explain how historian Gardiner found out his information about Lopez. Mention some of the gaps he was unable to fill. Discuss with the class the difficulties one would have in trying to track down what happened to each one of the conquistadors after the conquest. Explain why it is far easier to find out about the patterns of settlement than about persons. (availability of documents, etc.) Have the pupils who prepared activity # 6 present their results. The class should ask questions about their project and should discuss the sketches.

Gardiner, Martin Lopez.

34. Have each pupil write an essay on the following question: Did New Spain produce for her monarchs the hoped-for "wealth of the Indies?" Have some of the essays read to the class, and discuss them. Add whatever information is needed about Spanish development of gold and silver mines. Also discuss the Indian's attitude toward the metal and their reaction to the Spaniard's thirst for it.

35. Have the pupils who investigated the rebuilding of Tenochtitlan into Mexico City, show and describe what happened. Compare the square and the plaza, the Aztec palaces and the governor's mansion, the temples and the churches, the houses, etc.

Duran, Aztecs, pp. 319-320.

Teacher can also read aloud to the class Duran's description of the rebuilding.

ever, old world patterns.

Gains information by studying pictures.

Sets up hypotheses.

Tests hypotheses against data.

Gains information by studying pictures.

Tests hypotheses against data.

G. Ways of living differ from one society to another.

Ways of living differ from one society to another.

Checks facts against own background of information and collects additional information when he needs it to check the facts.

Generalizes from data.

2. Aboriginal customs such as the following were incorporated into Spanish colonial law:

   a. Succession and privileges of native chiefs.

   b. Indian village organization.

36. Discuss the social and commercial life of the "new city" of Mexico. Does the plan of Mexico City reveal its social and commercial life as the plan of Tenochtitlan had? Have pupils speculate on what life was like in the city. The teacher can use Lopez again to discuss the commercial and social life of the city.

Gardiner, Martin Lopez.

37. Have the pupils who prepared initiatory activities #'s 7, 9, and 10 show their bulletin boards to the class. Then have the class compare Aztec and Spanish housing, Aztec and Spanish dress, and Aztec and Spanish roles. Concentrate primarily upon the roles, using the houses and clothes as manifestations of roles. Make certain that pupils understand that the concepts of role and class used by the Spanish were European concepts.

38. Have the pupils who prepared the genealogies for initiatory activity # 11 present their results. If Lopez has not been used, the teacher can fill in his geneology. Make certain that pupils understand that the Spanish had an extended patrilineal family.

39. As an introduction to # 40, hold a discussion to establish what pupils already know about what happened to the Indians under Spanish rule. (They will have gained information from their reading as to the Indian losses in battle. They should be able to figure out from previous discussions how the Spaniards utilized their labor. They should have learned abou the effects of European

Blacher, Cortez and the Aztec Conquest.
Leon-Portiela, The Broken Spears.
Duran, The Aztecs.
De Fuentes, Conquistadors.

c. The regulation of labor as tribute.

3. The Spanish priests utilized wherever possible Aztec bases for Catholic ceremonies, resulting in the syncretism of Mexican Christianity.

4. Indian-white marriage, sanctified by the church, increased the fusion of European and native traditions.

. Checks on the bias and competency of witnesses and authors.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

. Generalizes from data.

. Makes and uses timelines.

disease on Indian mortality. They should also be aware of Indian-Spanish marriages as these occurred often in the fictional reading and they should know about the many attempts to convert the Indians.) Use a variety of questions to ferret out as much information and show illustrations where possible.

40. Have pupils read and discuss the reliability of Zorita's account of Indian life under Spanish rule. Be certain to point out that Zorita was part of Las Casas pro-Indian movement and that many anti-Indian supporters would dispute his account.

"Selected
and Frenc

41. To introduce a culminating discussion on the Spanish, ask: Was Mexico the "New Spain" for which Cortez and his followers had hoped and conquered? Be certain to consider whether or not the goals of the crown as represented by Cortez and the goals of the individuals as represented by his followers were realized. Use this discussion to review the goals and results of Spanish colonization.

Use all m
this unit.

42. Have each pupil re-read a text and construct a timeline on Spanish exploration and settlement in the New World. Then have the class construct a large timeline on the blackboard. With the

Use any c
available.

ould also be aware of Indian-
often in the fictional read-
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"Selected Readings on the Spanish and French Colonies."

n on the Spanish, ask:
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nted by Cortez and the goals
is followers were realized.
is and results of Spanish

Use all materials of part II of this unit.

nstruct a timeline on Span-
New World. Then have the
e blackboard. With the

Use any classroom texts which are available.

S. Generalizes from data.

G. The migration of peoples from one part of the world to another also involves the movement of culture and material objects, thus resulting in changes in the use of the area to which the people migrate.

G. A persons' frame of references affects his percetions and interpretations.

S. Draws inferences from a comparison of different map patterns of the same area.

S. Sets up hypotheses.

III. Settlement patterns of New France clearly reflected the dominant trends of European France.

teacher's help, they should also make a comparative timeline for significant events in mainland Spain. Have the pupils keep these timelines for comparative use with later colonizers, that is, France and England. (Make a larger one for bulletin board use.)

43. Have pupils who have read He Served Two Masters or The Youngest Conquistador write a book report in which they explain in what ways the story aided them in understanding the Spanish arrivals' intentions and their settlement of the New World. Hall Man

44. Give a test on the Spanish settlement of the New World.

45. Have pupils pretend to be Spanish visitors to new France in the seventeenth century. Show the students available pictures and representations of life in New France, but be certain to arrange the pictures so that seigneurial scenes and voyageur scenes form distinctive parts. Using the pictures as well as the knowledge gained in Parts I and II, have them pretend to be Spaniards writing home a description of life in New France. Read and discuss some of their descriptions, making certain to point out any "American" views which unconsciously crept into pupils' descriptions.

46. Show the pupils maps of the agricultural patterns of New France. If available, also show them physical, temperature, rainfall, and other maps of the area. In a discussion, let them set up hypotheses about the kinds, types, and problems of farming in New France. Set up questions for them to use in discovering what agriculture actually was like in the French colony.

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later colonizers, that is,
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Haller, He Served Two Masters.
Mantel, The Youngest Conquistador.

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ns of farming in New France.
discovering what agriculture
ny.

S. Makes and uses parallel timelines.

S. Compares lengths of periods or events.

S. Chooses the most reliable source of information in terms of the bias and competency of authors.

S. Knows how to look for first-hand sources.

S. Schedules work on group projects and keeps to schedule.

47. Have the pupils who prepared the comparative timelines of Spanish and French colonization (see activity # 4) arrange a bulletin board. They should use the timelines as well as pictures of the Spanish and French monarchs under whom discovery and colonization of the New World received its greatest thrust.

48. Have pupils read surviving descriptions of life in New France and compare them with their own accounts. Discuss the reliability of these witnesses and have pupils speculate about the kinds of sources historians would try to find before writing a history of New France.

"Selecte
and Fre

49. Check on the progress of pupils who began other projects during the initiatory stages of the unit. (See activities 5, 6, 7, 8, 9, 10, 11.) They should have completed the Spanish half of the comparisons which were used in Part II above, and they should be collecting materials and information for the French half. Alert them to the dates on which their comparisons will be used in this part of the unit. Have them set up a schedule for the work remaining to be done.

50. Have some pupils who have read Drums in the Forest skim the book to find: (1) all the areas and towns used by the coureur de bois in the story, (2) the discussions of trapping, skinning, or trading of pelts, (3) the discussion of Indian-white relations.

Dwight,

Have some pupils who have read Drums in the Forest skim to find the sections which give characterizations of the prominent

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"Selected Readings on the Spanish and French Colonies."

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Indian-white relations.

Dwight, Drums in the Forest.

s in the Forest skim to
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S. Uses encyclopedias.

S. Gains information by listening.

G. The migration of peoples from one part of the world to another also involves the movement of culture and material objects, thus resulting in changes in the use of the area to which the people migrate.

A. Settlement patterns of New France clearly reflected the dominant trends of European France.

voyageurs and of Frontenac. Have the pupils check to see if they can find historical data on the characters in the library.

51. In addition to activity # 11, some pupils might try to develop a genealogy for several of the famous voyageurs to see how many generations were involved in the fur trade. Give them such names as Nicholas Perrot, Antoine de LaMothe-Cadillac, Greysolon DuLhut, Greysolon de la Tourette, Pierre Radisson, Pierre LeSuer, Jean Nicolet, et. al.

Consult
tories o

52. Give an informal talk on the greatest promoter of French colonization, Louis XIV. The bulletin board made by the students (activity # 4 above) can be used as well as other pictures of France under Louis' reign, pictures of Versailles, the French army, the territorial aspirations of Louis, etc.) The teacher should be certain that a clear picture emerges of Louis' aims and achievements in continental France, for they have significant repercussions in New France. Louis' attempt to centralize the administration of France, Louis' dreams of the grandeur of France, Louis' economic and religious policies as well as Louis' impact on the rest of Europe are all pertinent.

Any col
will do
W. B.
New Fr
icle Ser

53. Discuss: Why did Spanish and French colonization develop most under strong kings? Have pupils compare Spanish expansion under Phillip II and Ferdinand and Isabella, with that of France under Louis XIV. Discuss the relation of expansion to the 16th and 17th century monarchs' conception both of grandeur and statecraft, drawing on the pupils' knowledge gained from the fictional read-

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trade. Give them such names
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Pierre Radisson, Pierre LeSuer,

Consult encyclopedias and histories of Canada.

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Louis' aims and achievements
significant repercussions in
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Any college French history text will do for teacher. Or use W. B. Munro's Crusaders of New France in the Yale Chronicle Series.

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, with that of France under
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grandeur and statecraft,
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Draw on fiction.

S. Reads to answer questions.

S. Takes effective notes on his reading.

S. Uses encyclopedias.

1. Louis XIV a
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planned a hi
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a. The sei
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b. The sei

1. Louis XIV and his ministers, who had so calculatedly decentralized the administration of France, planned a highly bureaucratized, rational seigneurial system for New France.

    a. The seigneurial system envisaged a colony that was Catholic, just as Louis XIV had attempted to guarantee a monopoly for Catholicism in mainland France.

    b. The seigneurial system was also planned for

ing. (Add whatever data is necessary.) Also have the class consider the other side of the question: Could expansion and colonization have taken place under weak kings? The problem of financial and military support of distant colonies should be raised. (If the teacher desires, England's development under Elizabeth and James can be used, utilizing the information pupils gained from reading Latham's books.)

4. Using the bulletin board prepared by the pupils in activity # 4, have the class consider this question: Was France's late entry into the colonization of the New World an advantage or a disadvantage? Why? Discuss such points as: (1) What lands were left to colonize? (2) How "valuable" were these lands as compared to those settled by Spain? (3) What advantages came from the increased knowledge both of geography and cosmography? (4) What advantages or disadvantages came from knowledge of the Spanish experience?

5. Have pupils read and take notes on available materials to discover what the aims and plans of the French were in establishing New France. Give them questions to guide their reading such as: Why did the French want colonies? What kinds of people did the French government want to settle New France? What kinds of wealth did the French expect the New World to produce? How was land to be divided? How did the French expect the colonists to live and to work? What religion did they expect the colonists to have? Who was to control the colonies--the inhabitants or the king?

Available textbooks, preferably of varied reading levels.
Library resources, including:
(1) encyclopedias.
(2) histories of Canada.

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c. The seigneuria
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Louis had tried

d. The seigneuria
to transport to
French family

e. The land patter
typical seigneu
zation of all th
(a-d).

S. Compares sources of information.

S. Generalizes from data.

S. Applies previously-learned concepts and generalizations to new data.

S. Generalizes from data.

G. Ways of living differ from one society to another.

an agricultural society, which would follow the economic tradition of mainland France.

c. The seigneurial system also provided for strict supervision by the central government to guarantee control over the colony which Louis had tried to press on old France.

d. The seigneurial system also was designed to transport to New France the traditional French family pattern.

e. The land pattern to be established by the typical seigneury would guarantee the organization of all the previously mentioned patterns (a-d).

Have pupils consult the available texts and then turn to other sources of information. Have them consider under what topics they might look in various encyclopedias to discover information on their questions. (Might check under New France, under towns in New France, under names of various imporant colonizers such as Louis XIV, Richelieu, Cartier, Champlain, Frontenac, various famous Jesuits, et. al.) Also have pupils check histories of Canada in the library materials.

56. Discuss the information found in activity # 55. Have pupils organize the information found, explaining both why the French set these policies and why some of the sources consulted differed on certain points.

57. Have the class compare and contrast the policies of French and Spanish settlement on these points: (1) Who could become settlers? (2) How were the settlers to make a living? (3) How was the land to be divided? (4) How were the settlers to be governed? (5) What support was given to such societal institutions as the family, the church, and the class structure?

G. The migration of peoples from one part of the world to another also involves the movement of culture and material objects, thus resulting in changes in the use of the area to which the people migrate.

S. Checks on the accuracy of information and decides how much faith to put in the source.

S. Generalizes from data.

S. Gains information by listening.

G. The migration of peoples from one part of the world to another also involves the movement of culture and material objects, thus resulting in changes in the use of the area to which the people migrate.

S. Looks for points of agreement and dis-

58. Using only the knowledge they already possess, have each pupil draw a sketch of either Quebec or the French countryside. Do not permit pupils to consult other works at this time, but have them jot down the factors on which they want to gain additional information. Have pupils account for the differences and or similarities that exist in the sketches, explaining where possible the source of the ideas they put into the sketch. Have them save these sketches for later comparison.

59. Have the pupils who investigated Quebec report on its town plan and founding. Then have pupils read descriptions of Quebec. They should compare them with their sketches.

60. Hold a follow-up discussion on the role played by Quebec in New France. Compare Quebec and Mexico City under the Spanish.

61. Give an informal talk on the seigneurial system, using whatever pictures are available of the manor houses, working in the fields, and the settlement pattern. Explain how the system was organized to guarantee that the societal patterns of Old France--the family, the church, the class structre, and the economy--would be implanted in a very highly organized fashion in New France.

62. Have pupils do the exercise on New France.

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"Selected Readings on the Spanish and French Colonies."

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houses, working in the
in how the system was
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ized fashion in New

Teacher materials:
W. P. Munro, Seigneurs of Old Canada, Chronicles of Canada Series.
Also pamphlet of Canadian Historical Society, The Seigneurial Regime by Marcel Trudel.

ce.

"Selected Readings on the Spanish

agreement among witnesses and authors.

G. Ways of living differ from one society to another.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

S. Gains information by studying films.

S. Compares sources of information.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

S. Applies previously-learned concepts and generalizations to new data .

63. Have the pupils who prepared the bulletin board on dress (activity # 9) show and explain those sections which apply to seigneurial life. Also have the pupils who prepared the geneology of a French family present and discuss it, comparing it with previous geneologies.

and French Colonies."

64. Have the pupils who prepared the bulletin board on French and Indian use of land in Canada (activity # 10) explain and discuss it with the class.

65. Show the film Colonial Family of New France. Tell them to watch to see if the film agrees with the descriptions given in activities 10, 11, and 12. Hold discussion on the differences and similarities that they notice.

Film: Colonial Family of New France, Coronet, 14 min.

66. Now have the class evaluate the pupils' earlier sketches of the countryside (activity #58) in view of their added knowledge. Have each pupil now draw what he considers to be an accurate sketch of a seigneury.

67. Have each pupil write an essay, using his notes and other resources, in which he compares and contrasts the Spanish encomienda and the French seigneurial system. Have some

S. Generalizes from data.

G. Ways of living differ from one society to another.

S. Generalizes from data.

S. Generalizes from data.

G. Although culture is always changing, certain parts or elements persist over long periods of time.

S. Categorizes data.

B. The development of the
the seigneurial system

1. Given the habits o
the fur hunting gro
far ahead of the ag

2. The fur trade nece
sion of the empire

3. The fur trade was

B. The development of the fur trade defeated the aims of the seigneurial system.

1. Given the habits of the beaver, the chief fur-bearer, the fur hunting grounds moved westward rapidly, far ahead of the agricultural settlement.

2. The fur trade necessitated exploration and expansion of the empire.

3. The fur trade was a highly capitalistic enterprise.

of the essays read to the class. Discuss them, drawing when necessary on the expertise of the pupils who prepared activity # 6.

. As a follow-up to activity # 66, have the class discuss this question: Which system proved most workable in the New World? Let pupils draw on the information already available . At convenient points in the discussion, the teacher should add historians' views of the success and/or failure of the systems.

. Show the film French Canadian Children so that pupils can see how French Canadian farm families live today. Have them look for items which show continuity with the past just studied.

Film: French Canadian Children, E. B. F.

. As an introduction to the fur trade, discuss: What jobs other than that of farmer, were open to the males of New France? First permit the pupils to range as widely as they can, encouraging them to suggest a variety of areas. Ask questions to get those who have read Drums in the Forest to recall various roles found in the novel. Then ask the class to attempt to classify the occupational roles according to industries.

Dwight, Drums in the Forest.

a. Long term well-organi
were essential to the t
fitable.

S. Generalizes from data.

S. Gains information by listening.

G. Any organization delegates responsibilities and rights; it assigns certain role behaviors. This division of labor creates hierarchical authority relationships.

b. The nature of the fur t
defined roles.

1) The voyageurs, or s
traded for furs.

2) The bourgeois, or p

a. Long term well-organized fields and credit were essential to the trade and highly profitable.

ies

b. The nature of the fur trade made for well-defined roles.

1) The voyageurs, or subtraders traveled and traded for furs.

2) The bourgeois, or proprietor,

71. Have pupils who read Drums in the Forest explain why they think the hero of the story wanted to be a voyageur. Then ask those who have read the book to explain why they would or would not have liked to be a voyageur, too. Be certain to elicit the problems of adjustment and accommodation found by the voyageurs in the wilderness. Dwig

72. Give an informal talk on the extent of the fur trade. Use maps to describe the areas penetrated by the voyageur. Also explain why the habits of the beaver forced the industry farther and farther westward. Bring out the names of the new tribes with which the westward movement brought the French into contact. (With judicious questions, the teacher can elicit from the readers of Drums in the Forest, the areas visited by voyageurs and the tribes contacted.) Show pictures of beaver hats and beaver coats used in the 17th and 18th Centuries. For Nute Dwig For torie

73. Have the pupils who have prepared activity # 50 on Drums in the Forest report to the class. Have them locate the fur areas for the class and give descriptions of the various stages of life among the voyageurs which their books discuss. Dwig

Have the pupils who investigated the real characters in Drums in the Forest present their findings to the class. Use the genealogies Dwig

orest explain why they think oyageur. Then ask those who y would or would not have n to elicit the problems of by the voyageurs in the	Dwight, Drums in the Forest.
t of the fur trade. Use maps he voyageur. Also explain he industry farther and farther e new tribes with which the ch into contact. (With judi- it from the readers of Drums oyageurs and the tribes con- s and beaver coats used in	For teacher's use, see: Nute, Voyageur. Dwight, Drums in the Forest. For pictures, see available histories of Canada.
tivity # 50 on Drums in the m locate the fur areas for various stages of life among uss.	Dwight, Drums in the Forest.
eal characters in Drums in he class. Use the genealogies	Dwight, Drums in the Forest.

was located in Montreal where he administered the trade.

S. Notes whether author would be hurt by an opposite report, what his purpose was in preparing his account, what attitudes he expresses, what connections he holds which might affect his attitudes.

A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.

S. Gains information by listening.

S. Generalizes from data.

S. Checks on bias and competency of witnesses and authors.

of the voyageurs (activity #51), the sketches of voyageur dresses (activity # 10), and voyageur songs in a discussion on the role of the voyageur and his great popularity in New France. Stress the characteristics demanded and the folklore associated with the role.

75. As an introduction to the exercise on the voyageur and the fur trade, ask: Why were the colorful voyageurs opposed by the government officials and missionaries? Make a list of pupils' ideas. Then have them do the exercise.

For teac
Nute, V
Munro,

77. Have the group who worked on Montreal present their results to the class and have the class ask questions about its material.

Hold a follow-up discussion on the role of the bourgeois in administering the fur trade. Show pictures, if possible of the bourgeois' dress and canoe.

76. Have the students read the first-hand accounts of Montreal.

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For teacher's use, see:
Nute, Voyageur.
Munro, Seigneurs of Old France.

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"Selected Readings on the Spanish
and French Colonies."

S. Generalizes from data.

G. Ways of living differ from one society to another.

4. The fur trade had gro
one-third of the popul
occupied with it, rath
subverting the seigne

S. Generalizes from data.

G. Accommodation is possible only if the antagonistic powers are aware of the relative strength of the parties.

C. The chief India-white cont
of the fur trade.

4. The fur trade had grown so rapidly that by 1680 one-third of the population of New France was occupied with it, rather than agriculture, thus subverting the seigneurial system.

C. The chief India-white contact occurred in the extension of the fur trade.

77. Hold an informal lecture-discussion on this question: How profitable was the fur trade of Montreal? Discuss the risks involved, the capital invested, the price market on furs, and who obtained the best profits. (The students will have gained some ideas on these points, but the teacher may have to present the larger share of it.) Be certain to explain how the fur trade brought the commercial interests of France and England into conflict.

78. Have each pupil write an essay in which he compares the roles of Montreal and Quebec in New France. Have some pupils read their essays to the class. Discuss them.

79. Discuss: Which city was more like the Spanish Mexico City--Quebec or Montreal? Have pupils discuss a wide variety of topics, but make certain that they realize that Montreal and Quebec divided the functions performed solely by Mexico City under the Spanish.

80. Discuss: Why did the fur trade hinder the French attempts to make Canada a promising agricultural country? Point out that both capital and labor were devoted to the trade. Also point out that many feared the trade would hinder the basic societal structure. (See activity # 74.)

81. Have the class investigate to find out what the French attitudes and policies were toward the Indians. Have pupils check against materials already read such as the French descriptions of the

s question: How pro-
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Teacher materials:
Munro, Crusaders of New France.
Nute, Voyageur Histories of Canada.

compares the roles of
some pupils read

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"Selected Readings on the Iroquois."
"Selected Readings on the Spanish and French Colonies."

1. The small dema
the adaptability
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traders or agent

2. French missiona
Indians, but with
Mexico.

C. Notes whether author would be hurt by an opposite report, what his purpose was in preparing his account, what attitudes he expresses, what connections he holds which might affect his attitudes.

A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.

The small demands of land for the fur forts and the adaptability of the voyageurs led to little conflict, except when the Indians were aroused to war by the nationalistic aspirations of English traders or agents.

French missionaries did attempt to convert the Indians, but with little of the success seen in Mexico.

Indians used in Unit I as well as the first-hand accounts used in this unit.

82. Have the pupils who identified the section on Indian-white relations in Drums in the Forest report to the class.

83. Have pupils report the results of their investigations in activity # 81. Discuss the opinions they now have. Then ask: If you were historians, where would you look to find additional evidence?

84. Have pupils read and discuss the first-hand accounts of Indian-white relations. Make certain that pupils understand the principle of accommodation involved even though they need not know the word itself.

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dian-white relations

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additional evidence.?

counts of Indian-
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y need not know the

"Selected Readings on the Spanish and French Colonies."

S. Generalizes from data.

G. The migration of peoples from one part of the world to another also involves the movement of culture and material objects, thus resulting in changes in the use of the area to which the people migrate.

IV. The 'New World' much the Wester World that allow the differences i which affected th colonies had a c the new trends o

S. Generalizes from data.

S. Organizes his information according to some logical pattern.

G. The migration of peoples from one part of the world to another also involves the movement of culture and material objects, thus resulting in changes in the use of the area to which the people migrate.

IV. The "New World" of the 16th and 17th Centuries was not so much the Western Hemisphere but the new ways of the Old World that allowed its discovery and exploitation. Despite the differences in 16th Century Spain and 17th Century France which affected their respective colonies, the colonies qua colonies had a common heritage: they were products of the new trends of early modern Europe.

Culminating Activities

85. Have pupils compare and contrast Spanish and French treatment of the Indians. Once again, be certain that they understand what accommodation means and how it differs from acculturation. (Remember that they do not need to learn the terms themselves, only the difference in social process.) Be certain to discuss attempts by the Spanish and the French to proselytize the Indians.

86. Ask pupils to consider class discussions, and fiction and first-hand accounts they have read. Ask: Why did Frenchmen come to live in the French colonies? How did their reasons compare with those of the Spanish who came to live in the New World?

87. Discuss: Was Canada the New France which Louis XIV tried to create? Be certain to have pupils consider whether or not the goals of the crown were realized. Compare and contrast the goals and accomplishments of Louis XIV with those of the Spanish crown.

88. Have each pupil prepare a chart showing the similarities and differences between New Spain and New France. Give them some sample topics to use in the comparison, such as trade, farming, religion, European-colonial relations, etc.

Discuss the charts, making certain that pupils understand that both Spanish and French colonies were the result of the dominant trends of early modern Europe.

5. Generalizes from data.

89. Discuss: Did the settlers of New Spain and New France achieve their goals in the New World? Discuss the achievement of such goals as economic gain, social status, propagation of religion, etc. Consider such questions as: What kind of society had the colonists hoped to build in the New World? What roles had they expected others to fill? Did the roles and the society created in the New World fulfill their expectations? Did the roles and society created in the New World reflect Old World patterns? (Have pupils explain the reasons for their answers to such questions.)

90. Discuss: What did the European rulers and settlers see as "new" in the "New World?"

91. Give a test on French colonization and on a comparison between the French and Spanish colonies.

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II. Films

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"French Canad

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"Colonial Family of New France." CORF, 16 mm, 13 minute, color or black and white.

"French Canadian Children." EBF, 10 min,

black and white.

"People of Spain." EBF, 16 mm, 17 min, color or black and white.

"Spanish Conquest in the New World." 20th Century Fox, 16 mm, 17 min, color.

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Grade Six
Unit 2: The Colonization of North America
(Spanish and French Settlers)

Part B: French Colonists
Exercise I: Early New France
Exercise II: Quebec
Exercise III: French Colonists and Their Life
Exercise IV: Montreal
Exercise V: French Canadians' Attitudes Toward the Indian

THE COLONIZATION OF NORTH AMERICA
FRENCH COLONISTS

EXERCISE I

/To the student: You are about to read two surviving documents of early New France. The first one is a letter of the famous explorer and settler Champlain. It was sent in 1633 to Richelieu, the famous French official. The second was written in 1636 by Father Paul LeJeune. He was Superior of the Jesuit Missions in Canada. He was writing to his superior in Paris. As you read these accounts of New France, try to decide how dependable these sources are./

Selection A

There are subjects enough in these regions, if your Eminence. . . shall desire to extend your authority over them. This territory is more than fifteen hundred hundred leagues in length, lying between the same parallels of latitude as our own France. It is watered by one of the finest rivers in the world. . . /Into it/ empty many tributaries more than four hundred leagues in length, beautifying a country inhabited by a vast number of tribes. Some of them are . . . /settled/ in their . . . /way/ of life, possessing. . .towns and villages built of wood; others are nomadic hunters and fishermen, all longing to welcome the French and religious fathers, that they may be instructed in our faith.

The excellence of this country cannot be too highly estimated or praised, both as to the richness of the soil, the diversity of the timber such as we have in France, the abundance of wild animals, game and fish, which are of extraordinary magnitude. All this invites you, monseigneur. . . /It/ makes it seem as if God had created you above all your predecessors to do a work here more pleasing to Him than any that has yet been accomplished.

For thirty years, I have frequented this country. . . /I/ have acquired a thorough knowledge of it, obtained from my own observation and the information given me by the native inhabitants. Monseigneur, I pray you to pardon my zeal, if I say that, after your renown has spread throughout the East, you should end by compelling its recognition in the West.

Expelling the English from Quebec has been a very important beginning, but. . . since the treaty of peace between the two crowns, they have returned to carry on trade and annoy us in

this river. . . /They say they agreed/ to withdraw, but not to remain away, and that they have their king's permission to come for the period of thirty years. But, if your Eminence wills, you can make them feel the power of your authority. This can . . . be extended at your pleasure to him who has come here to bring about a general peace among these people, who are at war with a nation holding more than four hundred leagues in subjection, and who prevent the free use of rivers and highways. If this peace were made, we should be in complete and easy enjoyment of our possessions. Once established in the country, we could expel our enemies, both English and Flemings. . . /We could force/ them to withdraw to the coast, and, by depriving them of trade with the Iroquois, oblige them to abandon the country entirely. It requires but one hundred and twenty men, light armed for avoiding arrows. . . /With this/ aid, together with two or three thousand savage warriors, our allies, we should be, within a year, absolute masters of all these people. . . /B/y establishing order among them. . . /We would/ promote religious worship and secure an incredible amount of traffic.

The country is rich in mines of copper, iron, steel, brass, silver, and other minerals which may be found here.

The cost. . . of one hundred and twenty men is a trifling one to His Majesty, the enterprise the most noble that can be imagined.

Selection B

All those who desire to come and increase this Colony are either people of means, or poor people; I will speak to both. Let us begin with the poor.

A poor man burdened with a wife and children should not come over here the first years with his family, if he is not hired by the Gentlemen of the Company, or by some one else who will bring them hither; otherwise he will suffer greatly, and will not make any headway. The Country is not yet in condition to care for the poor who cannot work. But if there happen to be some worthy young men or able-bodied married men, who can handle the axe, the hoe, the spade, and the plough, -- such people, if willing to work, could become rich in a little while in this Country, to which they could finally bring their families. This is the way they should proceed.

Four or five of them would have to join together, and engage themselves to some family for five or six years on the following conditions: That they should be boarded during all this time without receiving any wages. . . /T/hey should possess entirely and in their own right one-half of all the land they clear. And, as they will need something for their own support, the contract should provide that all they get every year, from the lands they have already cleared, should be shared by half. . . . There are so many strong and robust peasants in France who have no bread to put in their mouths; is it possible. . . they would rather languish in their misery and poverty, than to place themselves some day at their ease among the inhabitants of New France. . . ?

As to people of wealth and rank, I would advise them before coming here to obtain from the Gentlemen of the Company a place to build a house in the town which has been laid out, and also. . . land near the town capable of . . . /supporting/ their families. In addition to this, a grant of some fine locality which they will choose in the course of time. When this has been accomplished, they must bring over at least two Masons, two Carpenters, and some laborers; and, if they desire more, some workman to clear the land, provided the tools adapted to their trade. Above all, let them have some axes made expressly, sparing no money on them, for the winter is harder than bad steel. There must be a man of authority and discretion to take care of these people, to direct them and take charge of the provisions which are sent over. The more good flour that can be sent here the better and the more security there will be. Monsieur de Repentigny has brought enough for two years, and in doing so has acted wisely. . . . When a building capable of accommodating them and their servants is finished, the whole family will come over, and will bring some cattle if they received word that it is best to do so. . . /P/erhaps these can be found upon the ground; to have them on board prevents better things from being taken; and costs enormously. If this order is followed, when the women and children reach here they will all be comforted at finding a dwelling ready for them, a garden for their refreshment, and people at their service who will have a knowledge of the Country. . . .

. . . .

/To the student: Before you try to answer any questions on these documents, look up any words which you do not understand. Then answer the questions below:/

Questions:

1. Who do you think is giving the more realistic picture of the future to be found in New France?

2. List the points on which Champlain and Father LeJeune agree and disagree.

Agree	Disagree

3. How can you find out more about Champlain and Father LeJeune?

   a) Where would you look?

   b) Why is it important to know more about them if you are going to use their accounts?

   c) Consult whatever source of information you can find. Then describe the important facts about the authors which might influence your opinion of what they say in the documents.

4. For what reasons might both Champlain and Father LeJeune "color" or "pretty up" their accounts of life in New France?

5. Suppose you were an historian. What other sources of information would you look for in order to find out whether their accounts are really accurate?

6. In what ways do Champlain and LeJeune want New France to be like Old France? In what ways do they want it to be different?

EXERCISE II

Quebec

To the student: You are about to read several first-hand descriptions of Quebec. These descriptions appeared at different times. As you read them you should get a picture in your mind of how this famous town developed in the 17th and 18th centuries. Read each selection. Then answer the questions which follow.

/This first selection was written by Samuel de Champlain, the founder of Quebec. He describes the first year of settlement./

Selection A

. . . .I arrived there /Quebec/ on July the third. On arrival I looked for a place suitable for our settlement. . . I could not find any more suitable. . . than the point of Quebec. . . which was covered with nut-trees. I at once employed a part of our workmen in cutting them down to make a site for our settlement. . . .

I continued the construction of our quarters, which contained three main buildings of two stories. Each one was three fathoms[1] long and two and a half wide. The store house was six long and three wide, with a fine cellar six feet high. All the way round our buildings I had a gallery made, outside the second story. . . . There were also ditches fifteen feet wide and six deep. . . /O/utside these I made several. . . /fortifications/ which enclosed a part of the buildings, and there we put our cannon. In front of the building there is an open space four fathoms wide and six or seven long, which abuts upon the river's bank. Round about the buildings are very good gardens, and an open place on the north side of a hundred, or a hundred and twenty, yards long and fifty or sixty wide. . . .

Whilst the carpenters, sawyers, and other workmen were busy at our quarters, I set all the rest to work clearing the land about our settlement in order to make gardens in which to sow grains and seed. . . .

. . . .The scurvey began very late, that is in February, and lasted till the middle of April. Eighteen were struck down with it and of these ten died. . . .

1. One fathom equals 6 feet.

Now it is my view that it comes altogether from eating too much salt food and vegetables which heat the blood and corrupt the inward parts. The winter too is partly the cause; for it checks the natural heat and causes greater corruption of the blood. And from the earth, when it is opened, there come forth certain vapours enclosed therein and these infect the air. This has been seen by experience in those people who have been in other settlements after the first year that the sun had shone on what had been cleared. This was true of our own settlement as well as of other places... /T/he air was much better there and the sickness less severe than before.

. . . .

. . . . I inspected everything, the cultivated land, which I found sewn and filled with fine grain, the gardens full of all kinds of plants, such as cabbages, radishes, lettuce, purslain, sorrel, parsley and other plants, squash, cucumbers, melons, peas, beans and other vegetables as fine as in France, together with the vines brought and planted here, already well advanced. . . /N/ot that the praise, after God, must be given either to the labourers or to the manure that was placed there. . . but to the excellence and richness of the soil. . . /I/t is naturally good and fertile in all kinds of advantages as experience has shown. . . /O/ne might get increase and profit from it, both by tilling and cultivating it and by planting fruit trees and vines, as also in feeding and raising cattle and French barnyard fowls.

Questions

1. Draw what you think is an accurate sketch of what Champlain has described. Use a separate sheet of paper for this sketch.

2. What is "scurvey" and why was it such a problem? If you do not know the answers to this question, look up the word in the dictionary.

3. Why does Champlain feel that the gardens did so well?

4. Why did Champlain plan the settlement the way he did? Where did he get his ideas for the plan?

5. Do you think Champlain's account is accurate?

   a) Was he in a position to know how the town was built and planned?

b) Could he have any reasons for not giving a completely truthful and realistic account of the settlement?

6. What are Champlain's reasons for starting this new town in New France? What does he hope to gain?

/The next account was written in 1628 by a Jesuit. It was sent to his superior in Paris./

Selection B

Now although the country where we are /Quebec/. . . is farther South than Paris by nearly two degrees yet the Winter generally lasts here 5 months and a half. . . /S/now is 3 or 4 feet deep, but it is so firm that it does not usually melt until near the middle of April. . . /I/t always begins in the month of November. During all this time the earth is never seen. . . /O/ur Frenchmen have even told me that they dragged their maypole over the snow on the first day of May, in the very year of our arrival, and that with snowshoes during the winter, for fear of sinking into the snow. . . . The mildest Winter that has been seen is the one that we have passed here (say the Old inhabitants). . . /Y/et the snow began to fall on the 16th of November and to melt toward the end of March. The long duration of the snow might cause one to somewhat doubt whether wheat and rye would grow well in this country. But I have seen some as beautiful as that produced in your France. . . /E/ven that which we have planted here yields to it in nothing. . . . Rye and oats grow here the best in the world, the grains being larger and more abundant than in France. Our peas are so beautiful; it is wonderful to see them. So the earth is not ungrateful (as your Reverence may see). The farther up the river we go, the more we see of the fertility of the soil. That cultivated by the French in this place /Quebec/ is of small area, only 18 or 20 acres at the most.

Questions

1. Why is the Jesuit so impressed with Canada's winter? Why would the French have difficulty adjusting to it?

2. What reactions does the author have to the farming there?

/The next account was written by Father Le Jeune. It answers questions which possible settlers might ask about farming in Quebec./

Selection C

The land being cleared and ploughed, will it produce enough for the inhabitants?

I answer, yes; this is the opinion of those who understand the subject. Sieur Giffard, who has been clearing the land for only two years, and still leaving a great many stumps, hopes to harvest enough this year. . . to maintain twenty persons. The last year's harvest was eight puncheons of wheat, two puncheons[1] of peas, 3 puncheons of Indian corn. . . /All this was done by the labor of seven men, who were at the same time engaged in building, in making hay, and in other work. His land is good; not all is like it.

Is there any hope of apple and other fruit trees producing fruit here?

I cannot answer positively, as I have. . . /not seen/ proof of this. Sieur Hebert planted some apple trees during his lifetime. . . /They/ have borne some very good fruit, as I have been assured; but the cattle spoiled these trees. We have grafted some wild trees this year. . . . Time will show us what there is in it.

In regard to the quality of the soils, to describe those which are suitable for tillage, for planting, for pasture; whether it will be necessary to work them with teams of oxen, or horses; what grains will they bear?

The three Rivers seem to me like Anjon; it is a sandy country, and I believe the vine would flourish there. Kabec is diversified; there are very low places where wheat might do well. Upon the heights the vine and wheat might flourish. As to wheat, experience has given us faith. Meadows can be made in a thousand places. There are some upon the borders of the great River, but these are greatly injured by tides. There is no need to bring over grains, as seed; they will be found here in exchange for other grains, or something else. March wheat sown in the spring succeeds better than wheat sown before winter. Not that I have seen some very fine wheat that was sown in October. But as we are not yet thoroughly acquainted with the weather and the nature of the soil and the climate it is safer to sow in the Spring than before the Winter. Common barley and hulled barley succeed to perfection, and rye does very well... I can assert that I have seen all these grains grow

[1] A puncheon was . large cask or barrel.

here, as beautiful as they have in France. The peas are better and more tender than those they bring over in ships. Pot-herbs do very well, but the seeds must be brought over. It is true that the nearness of the forests. . . /cause/ insects which gnaw everything; as these animals die during the heat of Summer, everything comes to perfection, but sometimes later than is desirable to secure the grain and seed. We have here oxen and cows, which we use to cultivate the cleared land. . . /S/ome asses have been brought over, which will be of great service; horses could be used, but there is no hurry about bringing them.

Questions:

1. List the advantages which Father Le Jeune gives for farming in Quebec.

2. List the disadvantages.

3. How much confidence can you place in his description?

/Selection D includes regulations issued on May 11, 1676 for the use of the police in Quebec./

Selection D

There shall be appointed a sufficiently extensive area in the upper or lower town of Quebec to establish a market as soon as possible. . . /It/ shall be held twice a week, namely on Tuesday and Friday, to which all the peasants who have grain, fowls, game, or other commodities may bring them to sell.

All property owners or tenants who occupy houses in the city shall, in future, clean the streets in front of their houses. . . /They shall remove/ to a place where it will cause no inconvenience, all rubbish, not allowing it to remain in the streets, under penalty of a fine.

At the first stroke of the bell, every person capable of rendering service, must run out of his house to the site of a fire, taking with him a pail or a bucket, under penalty if he does not do so.

All bakers who are established in the city must always have in their shops a supply of white bread and brown, to sell to the public at the weight and price ordered by the chief of police. . . .

Those who have thistles on their land must cut them down by the end of July of each year, also those by the roads which pass in front of their land, under penalty of a fine.

In order to remedy the abuse which is growing in these days through the desertion of domestic servants from their masters. . . it is forbidden to those so engaged to leave or abandon the service of their masters on pain of being placed in the pillory for the first offence and for the second to be beaten with rods and to have the impression of the fleur-de-liz made on their persons. All persons are forbidden to offer them shelter without a written dismissal from their masters or a certificate of the commandant, judge or their curé, that they are not engaged by any person. The penalty is twenty pounds fine and a payment of fifty sous each day that they are absent from their service.

Questions:

1. Why do the regulations provide for a market?
2. Why are "property owners" required to do their own rubbish removal?
3. Why must everyone help in case of fire?
4. Why are the regulations on bread so strict?
5. Why must the thistles be removed?
6. In your town, who removes rubbish and thistles along the roads?
7. Why are the penalties for servants deserting their masters so strict?
8. Where do you think the ideas for these regulations came from?

/A young Swedish scientist, Peter Kalm, visited Quebec on a tour in 1749. He wrote the description which follows./

Selection E

The shores of the river grow more sloping as you come nearer to Quebec. To the northward appears a high ridge of mountains. About two French miles and a half from Quebec the river becomes very narrow, the shores being within the reach of a musketshot from each other. The country on both sides was sloping, hilly, covered with trees, and had many small rocks. The shore was stony. . . . As soon as the soldiers who were with us saw Quebec, they called out that all those who had never been there before should be ducked, if they did not pay something to release themselves. This custom even the governor-general of Canada was obliged to submit to on his first journey to Quebec. We did not care when we came in sight of this town to be exempted from this old custom. . . /It/ is very advantageous to the rowers as it enables them to spend a merry evening on their arrival at Quebec after their troublesome labour.

Quebec, the chief city in Canada, lies on the western shore of the St. Lawrence River. . . /It is/ close to the water's edge, on a neck of land bounded by that river on the east side, and by the St. Charles River on the north. The mountain on which the town is built rises still higher on the south side and behind it begin great pastures. . . . The city is divided into the lower and the upper section. . . . The upper city lies above the other on a high hill, and takes up five or six times the space of the lower, though it is not quite so populous. . . . There is only one easy way of getting to the upper city /from the lower/ and that is where a part of the mountain has been blown away. The road is very steep, although it is serpentine. However, people go up and down it in carriages and with wagons. . . . Most of the merchants live in the lower city, where the houses are built very close together. The streets in it are very narrow, very rough, and almost always wet. . . . The upper city is inhabited by people of quality, by several persons belonging to the different offices, by tradesmen, and others. In this part are the chief buildings of the town . . . .

Questions:

1. Why do you think Kalm spends so much time describing the scenery?

2. What distinctions does he make between the upper and lower parts of the city?

3. How do you think he decided that the upper city is inhabited by "people of quality"?

4. Draw a sketch of Quebec as you think it was from Kalm's description. Use a separate piece of paper for your sketch.

EXERCISE III

To the student: You are now going to read descriptions of the French colonists and their life as seen by various observers during the 17th and 18th centuries. Read them carefully. Look up whatever words you need to understand the sense of what they say. They will help you understand what life was like in New France.

Selection A

To the student: /An engineer, named Catalogne, made a report on all the seigneuries for the King of France in 1712. The seigneury described here is that of the family of Charles LeMoyne./

. . . . The Seigniory of Longueuil belongs to the Baron of that name, King's lieutenant at Montreal. The parish is served by a priest from the Quebec Seminary. The land is only good in places.../T/here are a large number of stones and the remainder is flat, wet land, difficult to drain; this does not prevent people from living all along the river, very comfortably, even luxuriously, as a result of the large expenditure which the seigneur has made to give them better conditions. He has had irrigation canals made and removed stones which were then used to build a fort and very fine houses. A road to extend four and a half leagues and to communicate with Chambly was even begun and the construction is far advanced. However, as the cost was very high and as he could not hope to gain anything from it, the seignior abandoned it.../He did so even though a road/ was necessary . . . in order to bring aid. . ./quickly/ to the fort at Chambly, if it were attacked. As it is, aid can only be brought by water and the distance is thirty-six leagues. The land which is under cultivation produces good grain and vegetables but not as abundantly as on the neighbouring seigniories. There is on the seigniory a quantity of wood of medium size for construction purposes.

St. Helen's Island, which lies between Montreal and the said seigniory, belongs to the said Seignior of Longueuil. Its beautiful site and the quality of the land which is excellent for growing fruit trees, decided him to plant a very fine orchard. . ./This/ is beginning to produce fruit. It is not too much to hope that in ten years more than three hundred barrels of cider will be produced . . . . The French vine has difficulty in bringing its fruit to maturity. At one time there were very large trees.../Most of them/ have been destroyed to be used

as firewood in the town. Those which are planted there now are carefully trained in long lines where a flock of sheep find pasturage.

Questions:

1. Who are the important people in this community?

2. Why are they important?

3. Where did the French get their ideas on how and what to farm?

4. How accurate do you think this account is?

   a) What facts could Catalogne best judge?

   b) What reasons might he have to "color" his account?

   c) Is he by training an observer of people or things?

5. Where would you look to find out more about the Seigneury of Longueuil?

Selection B

/A Jesuit priest, Father Pierre de Charlevoix, wrote the next description during the first decade of the eighteenth century. Look up any words you need to understand what he has said./

. . . . these colds so long and so severe, are attended with inconveniences which can never thoroughly be remedied. I reckon in the first place the difficulty of feeding the cattle.../D/uring the whole winter season /they/ can find nothing in the fields . . . /P/reserving them must be extremely expensive, while their flesh after being kept six months on dry food, must have lost almost all its relish. Corn is also necessary for the poultry.../G/reat care must be taken to keep them alive during so long a time. If to avoid expense all these beasts /to be eaten before May/ are killed about the end of October. . . you may easily judge how insipid this sort of victuals must be .../F/rom the manner

in which they catch fish through the ice, it appears this cannot be very plentiful... /T/he first is/ frozen from the very first, so that it is almost impossible to have it fresh in the season when it is most wanted. Were it not for the cod-fish and eels there would hardly be any such thing as keeping Lent; with respect to butter and fresh eggs there can be no question, nor indeed is much more account to be made of garden-stuff... /T/his/ is kept as well as may be in the cellars but loses almost all its virtue after it has been there for some months.

Add to this, that excepting apples, which are of excellent quality, and small summer fruit which does not keep, the fruits natural to France have not as yet succeeded in Canada. . . .

If a complete thaw comes on, farewell to the yearly stock of capons, quarters of beef and mutton, poultry and fish, which they laid up in granaries . . . .

/I/n spite of the excessive severity of the cold, people are reduced to the necessity of wishing for its continuance. . . .

After winter is past, fishing and hunting supply those who will take the trouble with provisions in abundance; besides the fish and the game which I have already spoken of, the river St. Lawrence and the forests furnish the inhabitants with two articles, which are a great resource to them. From Quebec as high as Trois Rivieres, a prodigious quantity of large eels are caught in the river... /T/hese/ eels come down from Lake Ontario, where they are bred in the marshes on the north side of the lake. . . .

The best method of preparing this fish, is to hang them up in a chimney, and suffer them to fry slowly in their skins... /T/he skins/ come off of themselves, and all the oil runs out. As great quantities of them are taken during the time this fishery lasts, they are salted and barreled up like herrings. . . .

These birds (wood pigeons) may be said to seek only an opportunity of being killed... /I/f there is a naked branch upon a tree, on that they chuse to perch... /T/hey/ sit in such a manner, that the most inexperienced gunner can hardly fail of bringing down at least half a dozen at a single shot. Means have likewise been found of catching many of them alive; they are fed till the first setting of the frosts, then killed, and thrown into the storeroom... /T/here/ they are preserved all the winter.

... /E/very one here is possessed of the necessaries of life; but there is little paid to the King;

tne "habitant" is not acquainted with taxes; bread is cheap; fish and meat are not dear; but wine, cloth, and all French commodities are very expensive. The gentlemen and officers, who have only their pay, and who... /have/ families, are the worst off. . . . There is more noble blood in New France than n all our other colonies together. . . . Several families have been enobled, and several officers of the Carignan-Salière Regiment have remained there. . . /T/he country is peopled with gentlemen, of whom the greater part are not at their ease. They would be still less well-off, if trade were not permitted to them, and if hunting and farming were not here open to all.

. . . . We know no healthier climate in the world than there; there is no special sickness, the countryside and forest are full of marvellous remedies, and the trees distill balm of great virtue.

These advantages should at least retain those whom Providence has caused to be born there. . . /F/rivolity, aversion to assiduous and regular labour, and the spirit of independence have always made a number of young men leave, and have prevented the colony from peopling itself.

. . . . The English colonist amasses means and makes no... /unneeded/ expense; the French enjoys what he has and often parades what he has not. The former works for his heirs; the latter leaves his in the need in which he is himself, to get along as best they can. The British Americans dislike war, because they have so much to lose; they do not humour the Savages because they see no need to do so. The French youth . . . loathe peace and get along well with the natives, whose esteem they easily win in war and whose friendship they always earn.

Questions:

1. Why does the author think it important to mention that the "fruits natural to France" have not grown well in New France?

2. Why is he so impressed with the winter?

3. List the advantages and disadvantages as he sees them.

4. What is the first decade of the 18th century?

EXERCISE IV

To the student: You are about to read two descriptions of the founding of Montreal. The first one was written by a Jesuit priest, Dollier de Casson. He came to Canada in 1666. The second was written by a famous 19th century American historian, Francis Parkman. It is found in his The Jesuits in North America. In Unit I you read Parkman's description of Tenochtitlan.

Selection A

. . . . The Chevalier de Montmagny /the French governor/. . . wished to share in this first establishment, and to honour it with his presence. He therefore set out in a barque and himself led the way to Montreal where they dropped anchor on 18 May of this year. The same day. . . they celebrated the first mass ever said on this island. . . . To mark the event more plainly, Mme. de la Peltrie and Mlle. Mance were given time to make ready an altar, which they did with extraordinary joy, setting it up in the neatest way possible; they repeatedly blessed Heaven for its great favour to them on this day in choosing them and in consecrating their hands to raise the first altar in the colony. . . . The Reverend Father Vimont in the sermon he preached on the morning that the high mass was celebrated by him /said/: "Look, gentlemen, what you see is but a grain of mustard seed... /I/t is sown by hands so pious and so moved by the spirit of faith and piety that Heaven must doubtless have vast designs since it uses such workmen... I have no doubt that this seed will grow into a great tree, one day to achieve wonders, to be multiplied and to spread to all parts."

. . . . The whole of this day was passed in devotions, thanksgivings and hymns of praise to the Creator. There were no lighted lamps before the Holy Sacrament... /T/here were some fire-flies which shone there very pleasantly day and night, hung by threads in a beautiful and marvellous manner. . . .

Selection B

. . . . On the seventeenth of May, 1642, Masionneuve's little flotilla--a pinnace, a flat-bottomed craft moved by sails, and two row-boats--approached Montreal... /A/ll on board raised in unison a hymn of praise. Montmagny was with them, to de-

liver the island, in behalf of the Company of the Hundred Associates, to Maisonneuve, representative of the Association of Montreal. And here, too, was Father Vimont, Superior of the missions... /T/he Jesuits had been prudently invited to accept the spiritual charge of the young colony. On the following day, they glided along the green and solitary shores now thronged with the life of a busy city, and landed on the spot which Champlain, thirty-one years before, had chosen as the fit site of a settlement. It was a tongue or triangle of land, formed by the junction of a rivulet with the St. Lawrence, and known afterwards as Point Callière. The rivulet was bordered by a meadow... /B/eyond rose the forest with its vanguard of scattered trees. Early spring flowers were blooming in the young grass, and birds of varied plumage flitted among the boughs.

Maisonneuve sprang ashore, and fell on his knees. His followers imitated his example... /A/ll joined their voices in enthusiastic songs of thanksgiving. Tents, baggage, arms, and stores were landed. An altar was raised on a pleasant spot near at hand . . . Mademoiselle Mance, with Madame de la Peltrie, aided by her servant, Charlotte Barré, decorated it with a taste which was the admiration of the beholders. Now all the company gathered before the shrine. Here stood Vimont, in the rich vestments of his office. Here were two ladies, with their servant; Montmagny, no very willing spectator; and Maisonneuve, a war-like figure, erect and tall, his men clustering around him--soldiers, sailors, artisans, and labourers--all alike soldiers at need. They kneeled in reverent silence as the Host was raised aloft... /W/hen the rite was over, the priest turned and addressed them:

"You are a grain of mustard-seed, that shall rise and grow till its branches overshadow the earth. You are few, but your work is the work of God. His smile is on you, and your children shall fill the land."

The afternoon waned; the sun sank behind the western forest, and twilight came on. Fire-flies were twinkling over the darkened meadow. They caught them, tied them with threads into shining festoons, and hung them before the altar where the Host remained exposed. They pitched their tents, lighted their bivouac fires, stationed their guards, and lay down to rest. Such was the birthnight of Montreal.

Questions:

1. Why are these accounts so alike?

2. Was Dollier de Casson a witness to the event? Was Parkman a witness to the event?

3. How do you think De Casson learned about the founding of Montreal?

4. How do you think Parkman learned about the founding?

5. Do you think these accounts are accurate and reliable?

6. If you were an historian, where would you look to find other accounts?

7. If you could find no other accounts, would you accept De Casson's or Parkman's account as the more accurate?

EXERCISE V

To the students: You are about to read some documents which will give you more knowledge of the French Canadians' attitudes toward the Indian. Read these documents carefully. Look up words that you need to know.

Selection A

/This first selection was written by Samuel de Champlain. In it he describes the famous Jean Nicollet and his dealings with the Indians./

. . . .I will now speak of the life and death of Monsieur Nicollet, Interpreter and Agent for the Gentlemen of the Company of New France. He had lived in this region twenty-five years. What I shall say of him will aid to a better understanding of the country. He came to New France in the year sixteen hundred and eighteen... /H/e was sent to winter with the Island Algonkins, in order to learn their language. He tarried with them two years. . .and always joined the Barbarians in their excursions and journey , undergoing such fatigues as none but eye-witnesses can conceive; he often passed seven or eight days without food, and once, full seven weeks with no other nourishment than a little bark from the trees.

He accompanied four hundred Algonkins, who went during that time to make peace with the Hyroquois, which he successfully accomplished. . ./W/ould to God that it had never been broken, for then we would not now be suffering the calamities which move us to groans and which must be. . ./a huge barrier to/ converting these tribes.

After this treaty of peace, he went to live eight or nine years with the Algonquin Nipissiriniens. . ./H/e passed for one of that nation, taking part in the very frequent councils of those tribes, having his own separate cabin and household and fishing and trading for himself. He was finally recalled and appointed Agent and Interpreter.

. . ./H/e was delegated to make a journey to the nation called People of the Sea and arrange peace between them and the Hurons, from whom they are distant about three hundred leagues Westward. He embarked in the Huron country, with seven Savages. . ./T/hey passed by many small nations, both going and returning. When they arrived at their destination, they fastened two sticks in the

earth, and hung gifts thereon, so as to relieve these tribes from the notion of mistaking them for enemies to be massacred.

When he was two day's journey from that nation, he sent one of those Savages to bear tidings of the peace. . . /This/ word was especially well received when they heard that it was a European who carried the message; they dispatched several young men to meet the Manitouririnou--that is to say, "the wonderful man." They meet him; they escort him, and carry all his baggage. He wore a grand robe of China damask, all strewn with flowers and birds of many colors. No sooner did they. . . /see/ him than the women and children fled, at the sight of a man who carried thunder in both hands, --for thus they called the two pistols that he held.

The news of his coming quickly spread to the places around about, and there assembled four or five thousand men. Each of the chief men made a feast for him, and at one of these banquets they served six score beavers. The peace was concluded. . . /Nicollet/ returned to the Hurons, and some time later to the three Rivers, where he continued his employment as Agent and Interpreter, to the great satisfaction of both the French and the Savages, by whom he was equally and singularly loved. . . . /He/ vigorously co-operated with our Fathers for the conversion of these peoples, whom he could shape and bend. . . with a skill that can hardly be matched.

Monsieur Olivier, Chief Agent of the Gentlemen of the Company, having gone to France last year, Sieur Nicollet came down to Quebec in his place with joy and lively consolation at the sight of the peace and devotion at Quebec. . . /His/ joy was not long. A month or two after his arrival, he made a journey to the three Rivers for the deliverance of a Savage prisoner; which zeal cost him his life, in a shipwreck. He sailed from Quebec, toward seven o'clock in the evening, in the shallop of Monsieur de Savigny, bound for three Rivers. Before they reached Sillery, a gust of wind from the North-west, which had raised a horrible storm upon the great river, filled the shallop with water and caused it to sink, after two or three turns in the waves. The passengers did not immediately sink, but clung for some time to the shallop. Monsieur Nicollet had leisure to say to Monsieur de Savigny, "Sir, save yourself, you can swim. I cannot; as for me, I depart to God, I commend to you my wife and daughter."

To the student: After you have read Selection A, underline

those passages which you feel are most important in understanding Nicollet's relations and attitudes toward the Indians. Then write a paragraph in which you explain how his relationship with the Indians differed from the relationship which the Conquistadors had with the Indians.

Selection B

/The next selection was written by Father Brébeuf, whom you have already met and learned about in Unit I. These are his instructions to the Jesuits who were to be sent to the Hurons. They were witten in 1637. Look up any words you need to understand what he is saying./

The Fathers and Brethren who God shall call to the holy Mission of the Hurons ought to exercise careful foresight in regard to all the hardships, annoyances, and perils that must be encountered in making this journey, in order to be prepared. . . for all emergencies that may arise.

You must have sincere affection for the Savages, --looking upon them as ransomed by the blood of the son of God, and as our Brethren with whom we are to pass the rest of our lives.

To conciliate the Savages, you must be careful never to make them wait for you in embarking.

You must provide yourself with a tinder box or with a burning mirror, or with both, to furnish them fire in the daytime to light their pipes, and in the evening when they have to encamp; these little services win their hearts.

You should try to eat their sagamité or salmagundi in the way they prepare it, although it may be dirty, half-cooked and very tasteless. As to the other numerous things which may be unpleasant, they must be endured for the love of God, without saying anything or appearing to notice them.

It is well at first to take everything they offer, although you may not be able to eat it all. . ./W/hen one becomes somewhat accustomed to it, there is not too much.

You must try and eat at daybreak unless you can take your meal with you in the canoe. . ./T/he day is very long, if you have to pass it without eating. The Barbarians eat only at Sunrise

and Sunset, when they are on their journeys.

You must be prompt in embarking and disembarking. . . /T/uck up your gowns so that they will not get wet, and so that you will not carry either water or sand into the canoe. To be properly dressed, you must have your feet and legs bare; while crossing the rapids, you can wear your shoes, and, in the long portages, even your leggings.

You must so conduct yourself as not to be at all troublesome to even one of these Barbarians.

It is not well to ask many questions, nor should you yield to your desire to learn the language and to make observations on the way; this may be carried too far. You must relieve those in your canoe of this annoyance, especially as you cannot profit much by it during the work. Silence is a good equipment at such a time.

You must bear with their imperfections without saying a word, yes, even without seeming to notice them. Even if it be necessary to criticise anything, it must be done modestly, and with words and signs which evince love and not aversion. In short, you must try to be, and to appear, always cheerful.

Each one should be provided with half a gross of awls, two or three dozen little knives called jambettes /pocket-knives/, a hundred fish-hooks, with some beads of plain and colored glass, with which to buy fish or other articles when the tribes meet each other, so as to feast the Savages. . . /I/t would be well to say to them in the beginning, "Here is something with which to buy fish." Each one will try, at the portages, to carry some little thing, according to his strength; however little one carries, it greatly pleases the savages, if it be only a kettle.

You must not be ceremonious with the Savages. . . /A/ccept the comforts they offer you, such as a good place in the cabin. The greatest conveniences are attended with very great inconvenience, and these ceremonies offend them.

Be careful not to annoy anyone in the canoe with your hat; it would be better to take your nightcap. There is no impropriety among the Savages.

Do not undertake anything unless you desire to continue it;

for example, do not begin to paddle unless you are inclined to continue paddling. Take from the start the place in the canoe that you wish to keep; do not lend them your garments, unless you are willing to surrender them during the whole journey. It is easier to refuse at first than to ask them back, to change, or to desist afterwards.

Finally, understand that the Savages will retain the same opinion of you in their own country that they will have formed on the way. . . /O/ne who passed for an irritable and troublesome person will have considerable difficulty afterwards in removing this opinion. You have to do not only with those of your own canoe, but also (if it must be so stated) with all those of the country; you meet some today and others tomorrow, who do not fail to inquire, from those who brought you, what sort of man you are. It is almost incredible, how they observe and remember even the slightest fault. When you meet Savages on the way, as you cannot yet greet them with kind words, at least show them a cheerful face. . . /T/hus prove that you endure gayly the fatigues of the voyage. You will thus have put to good use the hardships on the way, and have already advanced considerably in gaining the affection of the Savages.

This is a lesson which is easy enough to learn, but very difficult to put into pratice. . . /L/eaving a highly civilized community, you fall into the hands of barbarous people who care but little for your Philosophy or your Theology. All the fine qualities which might make you liked and respected in France are like pearls trampled under the feet of swine, or rather mules, which utterly despise you when they see that you are not as good pack animals as they are. If you could go naked, and carry the load of a horse upon your back, as they do, then you would be wise according to their doctrine, and would be recognized as a great man, otherwise not. Jesus Christ is our true greatness; it is He alone and His cross that should be sought in running after these people. . . /I/f you strive for anything else, you will find naught but bodily and spiritual affliction. But having found Jesus Christ in His cross, you have found the roses in the thorns, sweetness in bitterness, all in nothing.

To the students: After you have read what Father Brébeuf has said, consider these questions:

1. Why did he give the Jesuits the advice he did?

2. Was it good advice?

Write a paragraph in which you answer these questions.

Selection C

/The next selection was written in 1636 by Father Le Jeune. You have already seen some of his other writings./

Be with whom you like, you must expect to be, at least, three or four weeks on the way, to have as companions persons you have never seen before; to be cramped in a bark canoe in an uncomfortable position. . . in danger fifty times a day of being upset or of being dashed upon the rocks. During the day, the sun burns you; during the night you run the risks of being a prey to mosquitoes. You sometimes ascend five or six rapids in a day. . ./I/n the evening the only refreshment is a little corn crushed between two stones and cooked in fine clear water; the only bed is the earth, sometimes only the rough, uneven rocks, and usually no roof but the stars; and all this in perpetual silence. If you are accidentally hurt, if you fall sick, do not expect from these barbarians any assistance, for when could they obtain it?

When you reach the Hurons you will indeed find hearts full of charity; we will receive you with open arms as an Angel of Paradise, we shall have all the inclination in the world to do you good, but we are so situated that we can do little. We shall receive you in a hut so mean, that I have scarcely found in France one wretched enough to compare it with; that is how you will be lodged. Harassed and fatigued as you will be, we shall be able to give you nothing but a poor mat, or at most a skin, to serve you as a bed. . ./B/esides you will arrive at a season when miserable little insects that we call here Taouhac, and in good French, pulces /fleas/, will keep you awake almost all night. . . .

Instead of being a great master and great Theologian as in France, you must reckon on being here a humble scholar, and then, good God, with what masters--women, children, and all the Savages--and exposed to their laughter. The Huron language will be your saint Thomas and your Aristotle. . ./C/lever man as you are, and speaking glibly among learned and capable persons, you must make up your mind to be for a long time mute among the Barbarians. You will have accomplished much, if, at the end of a considerable time, you begin to stammer a little.

And then how do you think you would pass the Winter with us?. . .I say it without exaggeration, the five or six months of Winter are spent in almost continual discomforts, excessive cold, smoke, and the annoyance of the Savages. We have a Cabin built of simple bark, but so well jointed that we have to send someone outside to learn what kind of weather it is; the smoke is often so thick. . .that it is all you can do to make out a few lines in your Breviary. . . . As regards the food, it is not so bad, although we usually content ourselves with a little corn, or a morsel of dry smoked fish, or some fruits. . . .

. . . .Add to all this, that our lives depend upon a single thread. . ./I/f, wherever we are in the world we are to expect death every hour and to be prepared for it, this is particularly the case here. . . . The malice of the Savages gives especial cause for almost perpetual fear; a malcontent may burn you down, or cleave your head open in some lonely spot. And then you are responsible for the sterility or fecundity of the earth, under penalty of your life; you are the cause of droughts; if you cannot make rain, they speak of nothing less than making away with you. I have only to mention, in addition, the danger there is from our enemies; it is enough to say that, on the thirteenth of this month of June, they killed twelve of our Hurons near the village of Contarrea, which is only a day's journey from us; that a short time before, at four leagues from our village, some Iroquois were discovered in the fields in ambuscade, only waiting to strike a blow at the expense of life of some passer-by. This Nation is very timid--they take no precautions against surprise; they are not careful to prepare arms or to inclose their villages with palisades. Their usual recourse, especially when the enemy is powerful, is flight. Amid these alarms, which affect the whole Country, I leave you to imagine if we have any grounds for a feeling of safety.

After all, if we had here the exterior attractions of piety, as they exist in France, all this might pass. In France the great multitude and the good example of Christians, the solemnity of the Feasts, the majesty of the Churches so magnificently adorned, preach piety to you. . ./I/n the Houses of our order the fervor of our brethren, their modesty, and all the noble virtues which shine forth in all their actions, are so many powerful voices which cry to you without ceasing respice, et fac similiter. You have the consolation of celebrating every day the holy Mass; in a word, you are almost beyond the danger of falling--at least the falls are insignificant, and you have help immediately at hand. Here we have nothing, it seems, which in-

cites towards good; we are among Peoples who are astonished when you speak to them of God, and who often have only horrible blasphemies in their mouths. Often you are compelled to deprive yourself of the holy Sacrifice of the Mass. . . /W/hen you have the opportunity to say it, a little corner of your Cabin will serve you for a Chapel, which the smoke, the snow, or the rain hinders you from ornamenting and embellishing, even if you had the means. I pass over the small chance of seclusion there is among Barbarians, who scarcely ever leave you, who hardly know what it is to speak in a low tone. Especially I would not dare to speak of the danger there is of runing oneself among their impurities, in the case of any one whose heart is not sufficiently full of God to firmly resist this poison. But enough of this; the rest can only be known by experience.

To the student: After you have read what Father Le Jeune has said, write an essay. Use all three selections to explain:

1. How the French lived among and treated the Indians.

2. Why they were willing to undergo such great difficulties and dangers.